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ABSTRACT

This curriculum guide is designed to be used in conjunction with the text "Artes Latinae," units 1-10. The course focuses on the listening, speaking, reading, and writing skills as well as on cultural background material. Emphasis is placed on developing a positive student attitude toward language learning. The student moves at his own pace through a series of lessons designed so that he may advance himself step-by-step toward comprehension of the structure and vocabulary of the language. The content covered is small but well-controlled. The guide includes a statement of the broad goals and performance objectives for the course, an inventory of the grammatical problems treated in each unit, suggestions for the expansion of material, a list of suggested classroom activities, and sample evaluations. (PMP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

PROGRAMMED LATIN I

Part I
7513.05

FL 005 743

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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PROGRAMMED LATIN I

PART 1

7513.05

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION

The student will move at his own pace through a series of lesson designed so that he may advance himself step-by-step at his own rate of learning toward comprehension of the structure of the language and vocabulary. Content covered is small but well-controlled as are all programmed texts, but explanations and the use of correlating multi-media add richness to the program. This course is designed to be used in conjunction with the text, Artes Latinae, approximately the first 10 Units.

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BROAD GOALS AND PERFORMANCE OBJECTIVES

All students are expected to attain a minimum of 75% unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement, the student will:

A. Pronounce any Latin letter when seen in print.

B. Identify whether any given Latin vowel is long or short.

C. Pronounce the words correctly in any given Latin sentence.

II. Speaking Skills: According to his level of maturity and achievement, the student will:

A. Say the nominative, accusative and ablative paradigm.

1. Given any noun and told the Declension to which it belongs, the student will say the paradigm.

2. Given any Latin adjective and told the Declension to which it belongs, the student will say the paradigm.

B. Answer in the proper case of a noun when given a question in Latin.

1. Given the question, Quis (m) (t) ?, the student will give the subject of the sentence.

2. Given the question, Quem (s) (t) ?, the student will give the object of the sentence.

3. Given the question, Quō (s) (m) (t) ?, the student will answer with the ablative of means.

4. Given the question, In quō locō est (s) ?, the student will give a prepositional phrase using in, sub, sine or cum with the ablative.

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C. Answer with the positive or negative form of the verb when given a question using the enclitic -ne.

III. Reading Skills: According to his level of maturity and achievement, the student will:

A. Identify the type of sentence from a list of any of the 19 Basic Sentences.

1. Identify s-m-t or s-t sentences.

2. Identify number of kernels in each sentence.

B. Identify subject, object and verb of any given Basic Sentence.

C. Identify whether the verb is transitive or intransitive in any given English sentence.

D. Give the English meaning, both literal and poetic, of any of the 19 Basic Sentences.

E. Indicate which word or words receive emphasis because of position in any given Latin sentence.

IV. Writing Skills: According to his level of maturity and achievement, the student will:

A. Write a given Latin letter, indicating whether the vowel is long or short.

B. Write nominative, accusative and ablative paradigms.

1. When told the Declension to which a noun or adjective belongs, the student will write the paradigm.

2. Given any noun/adjective combination, the student will write the paradigm.

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C. Write the Basic Sentences in Latin. Given the first letters of the words in any of the 19 Basic Sentences, the student will write the entire sentence.

V. Values and Behavior Patterns of the Target Culture: According to his level of maturity and achievement, the student will:

A. Identify five features of the geography of the Roman World.

B. Recognize five contributions archaeology has made to the Western World.

VI. Attitudes: The student will:

A. Indicate various reasons for studying Latin.

B. Pursue actively further study of Latin and Roman culture, as evidenced by seeking additional knowledge, joining the Latin Club, collecting evidence of classical influence on modern life, etc.

C. Sign up for further courses of Latin.

COURSE CONTENT

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I. Units 1-2 -- Pronunciation

II. Unit 4

A. Simple sentence

1. Nominative case of 1, 2 & 3 declensions as subject

2. Accusative case of 1, 2 & 3 declensions as direct object

3. Verb of 3rd person singular, present tense

B. Five basic sentences

1. Manus manum lavat.

2. Vestis virum reddit.

3. Veritatem dies aperit.

4. Elephantus non capit murem.

5. Hilarem datorem diligit Deus.

III. Unit 5

A. Paradigms of nominative and accusative singular of 1, 2 & 3 Declensions

B. Verbs

1. Transitive

2. Intransitive

C. Simple sentence

D. Two basic sentences

1. Lupus non mordet lupum.

2. Veritas nunquam perit.

E. Animal vocabulary.

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IV. Unit 6

A. Nominative and accusative of adjectives

B. Word position in Latin

C. Three Basic Sentences

1. Non semper aurum facilem habet Felicitas.

2. Cautus metuit foveam lupus.

3. Non quaerit aeger medicum eloquentem.

V. Unit 7

A. Question words

1. Quis eliciting subject

2. Quem eliciting object

B. Intensifier -- etiam

C. Two Basic Sentences

1. Etiam capillus unus habet umbram suam.

2. Crudelem medicum intemperans aeger facit.

VI. Unit 8

A. 2-Kernel sentences

B. Enclitic -- ne

C. Connectors

1. et

2. sed

D. Six basic sentences

1. Lex videt iratum, iratus legem non videt.

2. Furor fur cognoscit et lupus lupus.

3. Vulpes vult fraudem, lupus agnum, fenira laudem.

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4. Diem nox premit, dies noctem.

5. Pecunia non satiat avaritiam sed irritat.

6. Vitam regit Fortuna, non Sapientia.

VII. Unit 9

A. Ablative singular of 1, 2 & 3 Declensions

B. Basic Sentence -- Nulla avaritia sine poenā est.

C. Prepositional phrase

1. in with ablative

2. cum with ablative

3. sine with ablative

D. Ablative of means

E. Characteristic vowels of declensions

VIII. Unit 10

A. Nominative, accusative & ablative singular of 4 & 5 Declensions

B. Question words

1. In quō locō?

2. Quō?

C. Preposition -- sub

D. Adjective noun paradigms

E. Three basic sentences

1. Parva necat morsū spatio un vipera taurum.

2. Sub judice lis est.

3. In omnī rē vincit imitationem veritas.

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SUGGESTED ACTIVITIES

1. It is suggested that the teacher make every effort to acquire the following aids which are to be used in conjunction with the textbook, Artes Latinae.

   a. Tapes

   b. Filmstrips

   c. Study Prints

   d. The reader, Lectiones Primae

   Tapes are available from the Foreign Language Consultant, Lindsey Hopkins Building; the filmstrips, study prints and readers are available from Encyclopedia Britannica. Another aid for the teacher is published by the Department of Instructional Services, the School District of Philadelphia, entitled Teacher's Guide to Artes Latinae. This pamphlet covers the first fifteen Units of the book and gives useful information on each.

2. The filmstrips are not used in connection with the Units covered in this particular quin, but will be used in succeeding quins.

3. It is suggested that the teacher cover Units 1-3 with the class together. If the teacher's pronunciation is good, the use of tapes can be eliminated. The tapes, however, are very good and the students seem to like them. In addition, the possibility of individualizing work is enhanced if the students are encouraged to use the tapes.

4. The sentences in the Reader can be used to good advantage in connection with Units 4-10. The sentences can be read and

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translated either in class or for further study at home. English root words are used in most instances to simplify vocabulary. The readers are good additional sources for vocabulary.

5. Students should keep a Reference Notebook, as these textbooks are not easy to use for reference. This cannot be stressed enough, as most students resist the idea, but invariably the better students are those who keep the notebook. They can even be graded if the teacher wants to put this kind of pressure on the students. Students should keep several listings of material in their notebooks.

   a. Forms
   b. Vocabulary
   c. Question Words
   d. Facts About Latin
   e. Basic Sentences

6. Answers to frames in the text should be given aloud in complete sentences where practical.

7. There are standardized tests for each Unit. A student should score 85% or higher to be considered passing. The method of grading is left to the discretion of the teacher. The standard curve (i.e. 94-100 A; 86-93 B; 78-85 C; 70-77 D; below 70 F) may be used if the teacher does not want to retest on any particular Unit. These tests are available from Encyclopedia Britannica.

8. Basic sentences may be kept on 3 x 5 cards for easy reference. Since all vocabulary, or practically all, is taught by the use

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of basic sentences, it is imperative that the students learn them thoroughly and can reproduce them on command.

9. The main advantage of programmed material is to permit the students to progress at their own speed. Care should be exercised, however, in an entirely unstructured approach. For one thing, if the students fail to grasp the material, they tend to blame the teacher and accuse her of "not teaching." It is also easier to use someone else's work when students take the tests on different days. Mature, capable, well-motivated students can benefit by working alone or in small groups, but should feel free to return to the formal classroom situation without penalty. Two groups might be kept working -- one of students on their own and one of students in the traditional classroom with teacher supervision.

10. Get the students involved in Latin-oriented activities, e.g.
    a. Latin Club
    b. Local Forum
    c. Seasonal activities for various observances
    d. School activities such as skit nights, etc.
    e. Keeping alert for material such as commercials, product names, cartoons, etc.

11. The aim of the programmed material is to achieve 100% passing. Ideally, there is no pass-fail, since each student progresses at his own speed. From a practical standpoint, however, it is realized that the program must fit into the overall scheduling of the school, and that there must be some standard of passing

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or failing to be attained by a certain time limit. Ideally, if the school organization would grant permission, a student might take one school year plus, before achieving what is called one year's credit.

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EXAMINATION OF MATERIALS

1. Additional tests should be given from Unit to Unit, especially on difficult frames to make sure the students comprehend. (See Appendix A for a sample.) Many quizzes on paradigms, Basic Sentences and use of question words reinforce the knowledge prior to the Unit Tests. They also ensure higher levels of passing in the class as problem areas can be discovered early.

2. The teacher can stimulate interest by giving some conversational phrases to be used daily. These should be taught by the audio-lingual approach used by modern foreign languages. For example:

   a. Salve magistra/magister.

   b. Quid agis/agitis hodie?

   c. Satis bene, gratias, et tu?

   d. Quid est nomen tuum?

   e. Nomen meum est _____.

   f. Ubi est _____?

   g. _____ abest/adest.

   h. Claude januam!

   i. Aperi januam!

   j. Scribe latine!

   k. Lege Latine!

   l. Responde Latine!

   m. Scribe in tabula!

   n. Si placet. Gratias tibi ago.

Many more examples of these conversational phrases can be found in most Latin books.

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3. The teacher should always include lists of English derivatives from the Latin words studied in the text. These derivatives are found at the end of each Unit in the Teacher's Manual.

4. The teacher should cover cultural material regularly as this is interesting to the students and will reflect in the attitudes shown toward the language. It is suggested the teacher emphasize a different element of culture in each quinmester course. For example, Latin I, Part 1 could emphasize archaeology; Latin I, Part 2, Roman family life; Latin I, Part 3, Roman architecture; Latin I, Part 4, Roman customs, foods, clothing, etc. This would provide a good basis for Latin II, Parts 1-4 which would emphasize Roman government and law, Julius Caesar and contributions to American life. These could be taken in any order, but listings in the Reference Section of this Course will deal mainly with Archaeology. Archaeology has been extended to include the geographical location of the Roman World, Pompeii and Herculaneum, volcanoes in general and excavations in Rome itself and elsewhere in the Empire.

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EVALUATIONS

Listening Skills: Instrument for measuring behavioral objective I. The voice on the tape will pronounce two vowel sounds, one of which is long and the other one short. You are to circle the correct choice on your answer sheet.

a	ā
e	ē
i	ī
o	ō
u	ū

Speaking Skills: Instrument for measuring behavioral objective IIB-1,2,3 and IIC.

Answer the following questions in the proper case elicited by the question words.

Parva necat morsū spatiosum vipera taurum.

1. Quis spatiosum taurum necat?
2. Quo parva vipera spatiosum taurum necat?
3. Quem necat parva vipera?
4. Necatne viperam taurus?
5. Necatne vipera taurum morsū an arcū?
6. Necatne taurum vipera an leo?

Reading Skills: Instrument for measuring behavioral objective IIIB. Identify the subject, object and verb by writing s, m or t over the word.

1. Vir canem videt.
2. Necat agrum vipera.
3. Feminam oratio irritat.
4. Vulpes vult fraudem.
5. Aqua in fonte defluit.

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Writing Skills: Instrument for measuring behavioral objective IVC. Write the Basic Sentences which the letters suggest.

1. C---- m----- f----- l----.
2. V----- n------ p----.
3. H-- --- i------ d------ D---.
4. In o--- r- v----- im--------- v-------.
5. P------ non s----- av------- sol ir-----.

Culture: Instrument for measuring behavioral objective VA. You have been furnished with a blank map of the Roman Empire. From the list of names at the bottom, place the correct number in the circle provided for each country. (See Appendix B.)

Attitudes: Instrument for measuring behavioral objective VIB. The teacher will keep in the room a chart on which is written any instance of interest above and beyond regular classroom activities shown by each student. These will be used in determining the grade.

APPENDIX A

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Quiz on Unit 8, frames 324-344.

1. Write the Basic Sentence which means, "Fortune, not Wisdom, rules life."

   V____ r_____ F_____, non S_____.

2. Who wrote this sentence?

3. Answer the following questions based on this sentence?

   a. Quis vitam regit?

   b. Quis vitam non regit?

   c. Regitne vitam Fortuna?

   d. Regitne vitam Sapientia an Fortuna?

   e. Regitne vitam Sapientia?

4. Give two English derivatives from words in the sentence.

APPENDIX B

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1. Hispania
2. Gallia
3. Britannia
4. Germania
5. Italia
6. Roma
7. Carthago
8. Aegyptus
9. Graecia
10. Judea
11. Africa
12. Mare Nostrum

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Basic Sentence Filmstrips. Encyclopedia Britannica Films, 1966. 5 filmstrips.

Motion Pictures

Ancient Rome. Coronet, 1949. 10 min. C.

Ancient World Inheritance. Coronet, 1962. 11 min. C.

Mountain of Fire, The. Almanac, 1954. 10 min. C.

Pompeii and Vesuvius. EBEC, 1951. 11 min. C.

Roman Life in Ancient Pompeii. Sutherland, 1962. 16 min. C.

Tapes

Coordinated Drill Tapes. Encyclopedia Britannica Films, 1966. 15 tapes.